

Ladybirds Pre-School Playgroup

Inspection report for early years provision

Unique reference number	205384
Inspection date	21/06/2011
Inspector	Rachel Wyatt

Setting address	Lyppard Grange Community Centre, Ankerage Green, Worcester, Worcestershire, WR4 0NN
Telephone number	01905616841 or 07504709034
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ladybirds Pre-School Playgroup is managed by a committee. The pre-school opened in 1993 and operates from a community centre in the Warndon Villages area situated on the outskirts of Worcester city. All children share access to a secure enclosed outdoor play area. The pre-school serves the surrounding area and is open each weekday during term time. Sessions are from 9.30am until 2.40pm, with options for children to attend part time.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 50 children aged from two years to under five years on roll. The pre-school provides support for a number of children with special educational needs and/or disabilities or who speak English as an additional language. The pre-school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to provide care for children aged over five.

The pre-school employs 11 members of staff. Of these, one has a degree in early years, nine hold appropriate early years qualifications to level 3 or 2, and two are working towards a level 3 qualification. The pre-school provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel valued and included at the welcoming pre-school, where high priority is given to recognising and meeting their needs. The manager and staff have excellent relationships with parents and they successfully work with them and other agencies to ensure children make good progress, are fully safeguarded and are well looked after. The manager and staff show a capacity to drive and sustain improvement. They consistently review and improve their practice, which ensures sessions are, in the main, well organised and rewarding, and that most systems are effective. In particular, ongoing developments to the pre-school's outdoor provision enable children to play and learn outside all session on most days.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Ensure all required records are easily accessible and available for inspection, specifically with regard to accident records (Documentation).
- 05/07/2011

To further improve the early years provision the registered person should:

- improve the organisation and management of children's freely chosen activities to ensure they play well together and understand how to use the toys and equipment, so their ideas are consistently supported and extended.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The pre-school manager, who has designated responsibility for safeguarding, her deputy and staff understand their roles to protect children from harm. They confidently and sensitively work with vulnerable children, their families and the other agencies involved with them. The pre-school's safeguarding role and associated policies are explained and made available for parents. Effective recruitment and vetting arrangements and robust staff development procedures ensure all adults working with children are suitable and have an up-to-date knowledge of safeguarding.

The leadership and management of the pre-school are good. The manager and staff work well together, confidently carrying out their roles and responsibilities. They are effectively deployed to ensure children's health and safety are promoted and so most activities run smoothly, although they sometimes miss opportunities to fully extend children's ideas or maintain their interest. Policies and procedures are regularly reviewed and effectively implemented. All required agreements and information about children and their families are discussed and obtained before a child starts. However, although these records are stored securely on site, other required information, such as children's accident records, are not available for inspection as completed forms are stored elsewhere. Children are looked after in a comfortable, inviting and nurturing environment. An effective key person system and the pre-school's commitment to promoting inclusion ensure each child is valued as an individual and their interests, learning styles and characteristics are reflected in the selection of toys and activities. Children's additional needs are promptly identified and the pre-school has well-established links with various agencies to ensure they receive good tailored support.

The outcomes for children are improved because the manager and staff are keen to drive improvements. They consistently monitor and review their practice, promptly identifying and addressing areas for improvement. This includes seeking parents' and children's views. Parents' responses show their high levels of satisfaction and the manager and her team make sure they respond to all their comments. Children are encouraged to talk about the activities they like and contribute to future plans. For example, a child expressed an interest in Egypt during a recent topic on three-dimensional shapes and the staff then planned activities focusing on the country, including the pyramids. The pre-school has also had a successful Early Childhood Environment Rating Scale assessment and made suggested improvements. As a result, children now enjoy sand and water play each day, and improved storage arrangements mean they can help themselves to additional resources during exploratory play and to extend their counting, calculation and problem solving.

Children really benefit from the pre-school's excellent partnerships with their

parents and carers. From the outset the manager and staff forge positive relationships with families. They ensure parents are well informed about the pre-school through effective settling-in arrangements and access to a wealth of information about pre-school life, such as a helpful prospectus, regular newsletters and informative displays. Parents really appreciate being able to talk to staff about their children on a daily basis. They are always encouraged to share information about their child's starting points, achievements and interests, enabling staff to get to know new children quickly and to consistently value every child's needs. Parents also have regular feedback about their child's progress, including written reports. They are encouraged to contribute to their child's learning, such as helping them find items to talk about at daily 'show and tell' sessions or by recording their child's adventures when they take the group's special ladybird toy on holiday.

The quality and standards of the early years provision and outcomes for children

Children enjoy learning and make good progress. The manager and staff are welcoming and encouraging, and generally support children well so they remain involved and interested in activities. Effective assessment procedures mean key persons have a good understanding of children's starting points and ongoing learning and development needs. Consistent assessment also means that staff are alert to any gaps in children's development. Prompt action is taken to develop individual plans and realistic targets for children with special educational needs and/or disabilities. Effective links between assessments and planning also ensure children's interests and individual learning and development needs are reflected in activities and resources. Rewarding topics and activities cover all areas of learning and provide children with a generally good balance of child-led and adult-directed activities. Currently, children are learning about different animals and they enjoy bringing in and describing pictures and toys depicting their pets and other animals.

Children develop good skills for the future. They are eager to learn and soon settle into activities. They often concentrate and persevere. However, their interest is not always maintained because, for instance, they lack an adult's involvement to help them develop and sustain their ideas during role play or small world play. At other times, children move away from an activity if an adult is not available to show them how to use equipment, such as programmable toys. Since the last inspection the pre-school has improved opportunities for children to make choices and develop independence. For example, their ideas are included in planning and they confidently choose toys and activities. They look after their possessions and are becoming increasingly independent in seeing to their personal care and hygiene. Children make friends and generally get on well. They are encouraged to take turns and share. They readily respond to adults' requests and enthusiastically help with tidying away toys. Their good behaviour is acknowledged and rewarded, including being given special certificates, but occasionally staff do not intervene promptly enough to help children resolve minor disputes. Children also learn about different beliefs and customs, for example, taking part in meaningful activities focusing on celebrations, such as, Christmas, Chinese New Year, Easter, Diwali and Eid. Children also help with fundraising for the group and the wider community.

Children become increasingly confident and articulate speakers. Adults encourage their listening, new vocabulary and conversations. Good use is made of puppets, signing and pictorial prompts to support children with communication difficulties or if they speak English as an additional language. In circle times children confidently share news or make suggestions about what song to sing. They recognise certain letter sounds and their names, proudly finding their name card during self-registration. Children count accurately and increasingly recognise and compare numbers, colours and shapes. They are interested in how things change and react, relishing cooking and experimenting with sand, water and dough. Children enjoy dressing up, acting out roles and taking part in art and craft activities. Their expressive drawings and paintings are annotated by staff with their comments.

Children's welfare is successfully promoted. Their care, health, dietary and cultural needs are fully understood and effectively met. The risks of cross-infection are minimised as parents and staff understand and follow the group's sick children procedures. First aid trained staff ensure children are well cared for if they have an accident or need medication. Children develop a good understanding of how to lead a healthy lifestyle. They adopt good hygiene practices, make generally healthy choices about what to eat and drink at snack and lunch times, and relish being outside. They are active and move, balance and climb on a range of apparatus and enjoy well-planned music and movement sessions. Children are kept safe as the premises are secure and free from hazards. They are carefully supervised and robust risk assessments and safety checks are used to effectively monitor their overall safety. It is clear that children feel emotionally secure at pre-school and are confident to express their feelings to the reassuring staff. They also know about the correct use of equipment and toys and how to safely move around the premises. Children also learn about other aspects of safety, for instance, during visits from the police, fire and ambulance services and by taking part in regular evacuation drills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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